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ABSTRACT

The nature and functions of pupil personnel servcies staff, together with a model of a typical pupil personnal services organization found effective in the public schools of Wisconsin, are presented. Salient features of the recommended model include: (1) services for all children; (2) direct line responsibility to the district administrators; (3) a basic core of pupil personnel services discipline; and (4) the flexibility to accommodate local needs. The appendices contain examples of proposed pupil personnel services administrator certification, position descriptions, and organizational charts. (Author/HLM)

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A PUPIL SERVICES MODEL
for
THE STATE OF WISCONSIN
— A FRESH APPROACH —

Editor

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September, 1978

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Foreword

This model is the product of a year long effort by the leadership of the Council of Administrators of Pupil Services (CAPS) working in conjunction with the Pupil Services staff of the Department of Public Instruction.

While no single publication can adequately cover all facets of Pupil Services, this Model provides an overview of the major goals, functions, and the organization of Pupil Services programs in Wisconsin.

The concept of appropriate services for all children in need is far from new, yet considerable contemporary concern and legislation has tended to address the needs of specific groups rather than the needs of all students. Contrary to this emphasis on services for only a selected few, the Pupil Services concept stresses a coordinated effort to provide for the needs of all pupils.

The educational process is one of the most crucial functions determining the quality of life for all of us, now and in future years. Although Pupil Services personnel and programs are an integral part of this educational process, their effectiveness is and will be dependent upon the quality and quantity of support, both moral and financial, received from the local district and the State and the Federal governments. That support and acceptance for Pupil Services in Wisconsin are dependent upon an understanding of the concept, the services and the benefits for the children of the State. This publication, then is an effort to increase this understanding among the educational community, the legislative body, and the people of Wisconsin.

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Chapter I

Introduction

Critical analyses of the problems facing the nation today have frequently focused upon the importance of education as a major factor in the health of our society. There is a hope and an expectation that education can be a major resource in the solution of these problems. There is also a realization that one of the critical tasks of education is the optimal development of each child as a healthy individual who has purpose and self-respect and whose life is rewarding to himself/herself and to society.

The challenge to education today is a result of complex forces. These forces include economic, technological and social changes which have a significant impact on the environment in which we live. They affect human independence and interdependence, vocational opportunities and satisfaction, the range of available choices, the types of decisions to be made by the individual, and the need to adapt to rapid change. Each of these factors has an impact on the curriculum of the school and on the kinds of educational experiences and services which a child requires. They have increased the need for the Pupil Services concept of individualized services which facilitate pupil learning through an interdisciplinary approach.

Recent legislation in Wisconsin and the nation has mandated appropriate educational programs and services to a variety of children with special needs. Concurrently, there has been an acceleration toward the concept that all children deserve an equal opportunity to achieve maximum educational growth.

Educators are becoming cognizant of the fact that our educational objectives can be achieved only when they are pursued with an understanding of the pupil as a unique personality and a realization that intellectual development and vocational preparation cannot be isolated from the individual's personal abilities, motivation and goals or his/her need to understand himself/herself, to cope with his/her problems, and to maintain his/her self-esteem.

There is recognition also that it is essential for the school to maintain a close relationship to the child's family and to the community. Effective communication and mutual understanding between the school and the home constitute an indispensable element in education. Moreover, the school is but one of many community agencies which are contributing to the child's educational and personal development. A coordinated approach to education and to social progress is essential.

A quite different set of forces is also related to emerging concepts of American education and Pupil Services. These are forces resulting from an increase in professional knowledge. From many fields — psychology, anthropology, biology, medicine — have come the results of research which help educators to know how a child learns, to understand the relationship of learning to the characteristics of the individual personality, and to take into account the socio-economic forces which affect his/her life.

Research has brought about changes in concepts and approaches with an emphasis on several important principles: individual children learn differently; there are differences in the learning behavior within each individual; these differences are related to his/her stage of development and to what is to be learned; they are related also to his/her abilities and to the complex of factors which influence his/her goals and his/her motivations.

Concern with individual differences among pupils requires that educators recognize the values of diversity and minimize the pressures toward a uniformity that destroys individual development. Only in this way can the potential of students be realized and only through optimizing individual development can society progress. Although the school is an agent of social change, it is equally a preserver of society. Desirable social change emerges when the members of a society have a background of knowledge and an ability to think critically and creatively, using knowledge and understanding to make thought productive. A society is preserved when its members are able to understand its values and to develop individual values which are consonant with the best purposes of that society. The schools are a major social agency through which these purposes are achieved.

This effort to more fully address the needs and potentials of individual learners provides the major hope that education can meet society's expectation that schools will have a more effective and pervasive influence on the welfare of the individual and the progress of society. Thus, education is challenged by the necessity to:

1. discover the individual needs of each child; attempt to adapt the educational program and methodology to meet those needs, and to recognize the interdependence between the needs of the individual and the needs of society;

2. provide for children who require special programs and services because of handicaps related to a wide variety of factors — physical, mental, emotional, social or economic;

3. establish the variety of educational programs and services required to enable all children to benefit more fully from the instructional program and from the total school experience, and to maximize the probability that they will lead a productive and satisfying life; and

4. provide leadership and assistance in the adjustments necessary to live in a changing social, economic and educational environment; foster understanding of the community and its importance; share in developing and implementing laws, institutions and social structures which will facilitate the child's optimal development.

The provision of Pupil Services programs in the schools is one of the major ways in which the schools of America are meeting these challenges. The goals of Pupil Services are the same as the goals of the total school program. The procedures used often differ from the typical procedures of the classroom, but they are an integral part of the total educational program.

Along with teachers and other educational personnel, the Pupil Services staff have an abiding concern with the school's efforts to:

1. create an effective climate for learning;
2. develop and utilize accurate and unbiased information with respect to the child's progress within the educational process;
3. design and provide educational experiences appropriate to the unique characteristics of the individual pupil and to meet the goals of education in Wisconsin;
4. help children develop appropriate aspirations and positive self-concepts;
5. protect each child's individuality and his right to be respected; and
6. facilitate the child's optimal development and achievement.

Thus, the Pupil Services program has a philosophical base which is rooted deeply in the objectives of education and it functions as an essential component of the educational program.

We are each different as each star is different . . . .

Chapter II

Pupil Services Programs

Various Pupil Services programs touch the lives of all children in the school. The Pupil Services staff is concerned with those children who are experiencing the normal problems of development and with those whose problems require a more intensive and specialized type of help. They are concerned with the developmental, the preventive and the remedial aspects of education. The Pupil Services staff has a significant role in creating a climate which has a positive influence on the child's development and which minimizes the likelihood of serious problems. The staff has a significant role also in identifying potential problems so that they can receive early attention. When children do have problems which require a specialized, individualized service not generally provided within the classroom setting, the staff is a major resource to all school personnel and to others who are concerned with the child and his/her difficulties.

Pupil Services programs include a broad range of coordinated services, functions and activities directed at assisting all pupils to derive maximum benefit from their school experiences.

A recognition of the worth and uniqueness of each individual pupil requires that school districts include on their professional staffs a variety of specially trained and certificated personnel. Pupil Services staff members work directly with pupils and indirectly through teachers, parents, administrators and community agencies. These staff members are an integral part of a school system's efforts to provide an appropriate educational experience for each child. They have specialized skills which support and enhance the effectiveness of learning situations.

Pupil Services programs have as their goal the facilitation of the pupil's intellectual, emotional, physical, social, and vocational development. The services are provided in order to aid the individual pupil to better adjust to the changing demands of his/her total environment, to achieve social and academic competence, to assume responsibility, as well as to set tentative goals and make appropriate decisions.

The success of a Pupil Services program is dependent upon a coordinated team approach of teachers and pupil services personnel together with the school's administrative and supervisory personnel. The Pupil Services staff commonly includes personnel who have expertise in the areas of *guidance, health education* and *health services, psychology*, and *social work*. Many school districts also include special

education services, programs for gifted and talented, child abuse, drop-out prevention, pupil accounting and appraisal in the Pupil Services unit.

The framework within which a Pupil Services team functions should be flexible and broad enough to encompass each professional discipline in an integrated manner. While members of the team may have a common core of fundamental knowledge and understanding of human behavior, each offers unique services and expertise which effectively contribute to the development of the child. The team approach insures that the professional talents of the staff will be coordinated to provide maximum assistance to the learner.

Pupil Services programs often provide:

1. counseling services involving individual or group relationships between the pupil services staff members and pupils;
2. direct assistance to pupils and teachers in planning and in placement in appropriate educational programs;
3. information services to help pupils assess educational, career and vocational opportunities;
4. planning, evaluation, and reseach related to school problems and programs;
5. inservice training and consulting services to the school staff and parents;
6. diagnostic, health treatment and referral services;
7. assistance for pupils in locating work-study and post-high school employment;
8. assistance to parents and community agencies for pupils' needs; and
9. systematic follow-up services on individual pupils.

Chapter III

Pupil Services Staff

The size of the Pupil Services staff will necessarily be dependent upon the size and the needs of the pupil population served by the school district. If the staff includes several Pupil Services workers, it is imperative that a director be designated to provide leadership for and coordinate the activities of the program. The director should be professionally trained and certificated in at least one of the major disciplines of the Pupil Services program. In initiating Pupil Services programs, it may be feasible for some school districts to provide services through a cooperative arrangement with other districts or agencies.

School Counselor Services

School counselors are considered the "general practitioners" of the Pupil Services team. They are by education prepared to provide assistance to all pupils in the school through a comprehensive program of counseling and guidance services.

School counseling and guidance services programs help all pupils to answer the questions, "Who am I?", "What can I become as a person?", and "How can I best contribute to society?". In their design and operation, these services help to improve the learning environment through an active involvement of pupils, staff, parents, and others who influence pupils' development. The provision of counseling and guidance programs are required under state law.

School counselors help all pupils through individual and group contacts to (a) develop more adequate and realistic concepts of themselves; (b) become aware of their educational and vocational opportunities; and (c) integrate their knowledge of self and opportunities in making informed decisions.

Counseling and guidance services programs provide direct assistance to pupils, staff, and community in order to facilitate achievement of the following goals:

- Assist pupils in developing a better understanding and acceptance of themselves — their strengths and limitations, aptitudes, needs, values, interests and worth as unique individuals.
- Assist pupils in developing interpersonal relationships on the basis of mutual respect.
- Assist pupils in developing problem-solving and decision-making skills.

- Assist pupils in accepting increased responsibility for their career development including educational and vocational dimensions.

It is imperative that sufficient time be available to provide counseling and guidance services for all pupils in the school district regardless of grade level. The counselor to pupil ratio should approximate 1/250-450 at all grade levels dependent upon the unique needs of the pupils served and the availability of other Pupil Services staff.

School Health Education

School health education programs include the development, delivery and evaluation of planned learning activities aimed at promoting health, wellness and preventing health problems. This instructional program is developmental and sequential throughout the grades. A comprehensive program is based upon accurate health information and emphasizes the development of positive attitudes, values and beliefs necessary in making wise health decisions and contributing to one's quality of life. While the program addresses itself in part to health problems, the main emphasis is positive in nature and stresses prevention through healthy life-styles.

Quality programs are provided by teachers who are professionally prepared and motivated to help young people develop and maintain a positive healthy life-style. At the elementary school level, the teacher provides health instruction under the supervision of a certificated health teacher. All secondary school level health courses are taught by certificated health teachers who have completed either a minor, major or advanced degree in health education.

Additionally, all Pupil Services staff members provide unique resources for persons teaching health education. Teachers should seek the support and assistance of the Pupil Services team.

School Health Services

School health services personnel who may contribute to the work of the Pupil Services team include the nurse, health educator, dentist, dental hygienist, nutritionist, physical therapist, physician, and others who identify health problems and make recommendations for appropriate follow-up.

Nurses who serve schools are prepared to work with children and parents as well as the school staff. They coordinate the school health services with those of the community, as well as plan and conduct or supervise a wide variety of health activities for both individuals and groups. Emergency nursing services are required by state law and include establishment of policies for giving of medication and other direct nursing care as well as traditional first aid.

The work of the nurse in the school includes screening for eye and ear problems, scoliosis, dental disease, tuberculosis and other abnormalities; appraisal of health status; health counseling; and interpretation of medical directives. Home visiting, parent counseling, maintaining health records and supervising health service aides are other responsibilities. Although local conditions determine the case load for the nurse, a general guideline is approximately one nurse to every 1,500 pupils.

School Psychological Services

School psychologists apply their specialized skills to improving pupils' educational and vocational achievement, enhancing self-concepts, fostering competency in coping with the demands of the environment, and developing effective interpersonal relationships. While school psychologists give direct help to pupils, they also assist parents and school personnel in efforts to make school more meaningful for all children. Like other Pupil Services staff, school psychologists are committed to advocacy of those practices which facilitate pupil success, thereby reducing the incidence of developmental and educational difficulties among children.

School psychologists serve pupils, parents, and schools in several unique ways; although the relative emphasis on these will vary among employment settings. The principal activities of school psychologists fall into the areas of consultation, assessment, program planning, intervention, and research with individuals, groups, and systems. They also serve a coordination/management function between the school, the home and the community agencies in the identification and modification of learning, communication, and adaptive behavior problems. All of these activities are designed to promote an appropriate, humane, and effective educational experience for all students.

In addition to group and individual consultation, the school psychologist is uniquely prepared to:

- Administer a variety of individual tests and other behavioral assessment devices.
- Interpret test findings and behavioral data to pupils, professional staff members, parents, and responsible practitioners outside the school.
- Participate in program planning efforts with other professional staff in order to appropriately meet the needs of individuals and groups.
- Assist school staff members and parents to better understand and manage the child's behavior and learning as well as to assist in the development of improved conditions for learning.
- Provide individual psychological counseling and health treatment services designed to help the pupil successfully cope with his/her own needs and the demands of life situations.

Adequate professional staff time is essential in order to provide school psychological services. A ratio of one school psychologist for every 1,000 pupils is recommended, although in special instances a lower ratio will be necessary.

School Social Work Services

School social workers receive graduate training in the following areas: Problem identification and assessment, program planning and coordination, systems analysis, community organization, education, individual therapy, group dynamics, family management, human growth and development, social policy and administration, research, and various treatment modalities (i.e., behavior modification, conflict resolution, values clarification, transactional analysis) and special populations (handicapped, delinquent youth, urban problems, poverty groups, etc.).

School social workers apply five essential skill areas (problem solving) in their services to schools: (a) problem identification and assessment; (b) family dynamics; (c) school-community liaison (community organization); (d) group dynamics; and (e) individual therapy.

School social workers commonly function in the following areas of special expertise:

- Problem Identification and Assessment — This includes (a) planning and implementation of the educational program of children with exceptional needs; (b) developing alternative programs for drop-outs, truants, delinquents, gifted, etc; and (c) identifying and documenting stress points in the system and their causes and developing alternative strategies for responding to these.
- Family Dynamics — This involves (a) assessing family problems and their interface with the educational process; (b) working with parent groups to facilitate their understanding of child development and management; and (c) alleviating family stress to enable children to function more effectively in school and community.
- School-Community Liaison — This includes (a) linkages of school and community services as required to meet student needs; (b) acting as home-school-community liaison; and (c) helping school districts receive adequate support from social and mental health agencies.
- Group Dynamics — This involves (a) developing effective school staff inservice training programs; (b) formation of groups with children experiencing similar problems; and (c) helping teachers in classroom management skills.
- Individual Therapy (Casework) — This includes (a) assisting the child in understanding and acceptance of self; (b) helping the child develop appropriate social interaction within his/her total human environment; and (c) helping the system respond more effectively and individually to a child's needs.

School social work services should be an integral part of the total professional team process in order to maximize the effectiveness of pupil services programs for children. Provision of adequate time for school social work services is essential to a balanced educational program for children. The recommended ratio is one school social worker to 1,500 pupils.

Special Programs and Services

Various special programs, such as special educational needs (SEN), gifted programs, alternative educational programs, Work Experience/Career Exploration Programs (WE/CEP), Title I, Title IV, and others may be administered by the Pupil Services director.

In addition, attendance and child accounting services are frequently administered by the Pupil Services director.

Exceptional Educational Services

The school district must provide educational opportunities to serve pupils with exceptional educational needs through programs which are tailored to the pupil. Whenever appropriate, program opportunities are to be provided in classes with pupils who do not have exceptional educational needs. When it is not feasible to educate pupils with exceptional educational needs with pupils who do not have such needs, the pupils must be provided with whatever special education is appropriate. However, it is the right of parents to provide an education of their choice for their child at their own expense.

The provision of appropriate educational opportunities to children and youth, 3 to 21 years of age, who possess exceptional educational needs is mandated in Chapter 115, Subchapter IV, Wis. Stats. Children and youth with exceptional educational needs (EEN) are defined by statute as, ". . . any child who has a mental, physical, emotional or learning disability which, if the full potential of the child is to be attained, requires educational services to the child to supplement or replace regular education." Children with the following conditions, in addition to children with such other conditions as the State Superintendent determines, may require special educational services to supplement or replace regular education:

1. physical, crippling or orthopedic disability;
2. mental retardation, or other developmental disabilities;
3. hearing impairment;
4. visual disability;
5. speech and language disability;
6. emotional disturbance;

7. learning disability;
8. pregnancy; and
9. any combination of conditions named by the State Superintendent or enumerated above."

Many districts include special education programs and services under the Pupil Services administrator. Often, in larger districts, the director of special education is administratively responsible to the Pupil Services administrator. In smaller districts, the Pupil Services administrator is frequently designated the responsibility for special education services.

Included under special education staff are all special education teachers, speech therapists, and aides who provide services to children with exceptional educational needs.

Pupil Services Administrator

The Pupil Services administrator has district-wide responsibility for all Pupil Services. The position may be on a part-time basis in smaller districts, but is recommended to become full-time when the district population approaches 3000 students, or the staff reaches 15 to 20 in number.

In school districts which are of sufficient size to justify the establishment of decentralized administrative units within the district, there can be an assistant administrator of Pupil Services attached to each such unit. This is necessary to promote communication and coordination between the central office and the local school services, as well as to facilitate at the local level the team approach and effective services to individual pupils.

The Pupil Services administrator is responsible to the chief school administrator for the development, direction, coordination and evaluation of all activities which are included in the program. The Pupil Services administrator has responsibility for the general supervision and evaluation of the Pupil Services staff. He/she makes recommendations to the superintendent concerning desirable policies, the further development of Pupil Services and the implications of Pupil Services experiences for other aspects of the school program. The administrator is a member of the major policy making group in the district.

The Pupil Services administrator must maintain a close working relationship with the other district-wide administrators. The concept of Pupil Services which is presented in this model places major emphasis on the interdependence of Pupil Services, instruction, and administration. The instructional program is a key factor in the success of the Pupil Services program. The needs and activities of each have significant implications for the other.

It is the responsibility of the district administrator to establish an administrative framework which promotes these relationships, assuring mutual understanding of responsibilities, easy lines of communication, and administrative procedures which facilitate joint efforts toward the effectiveness of instruction and Pupil Services.

In the development of Pupil Services organizations, one question which often arises concerns the line and staff relationships of the Pupil Services administrator. Actually, he/she may have both types of relationship with other administrators in the system and with Pupil Services staff members. While the school principal has administrative responsibility for the program and services at the building level, the Pupil Services administrator has a supervisory responsibility for the professional activities and development of the Pupil Services staff in each building. Together, they have a joint responsibility for implementing school district policy.

In the implementation of district policies, the Pupil Services administrator can use the approach of providing staff assistance instead of line authority. However, he/she can be delegated such authority as may be necessary in order to accomplish program purposes.

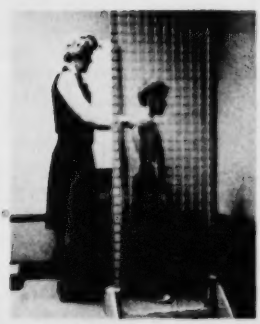
Pupil Services Administrator Functions

General Administration. As the administrator of one of the major elements in the educational program, the Pupil Services administrator has many responsibilities which are similar in nature to those of other system-wide administrators. For example, he/she has responsibilities for staff selection and staff evaluation, for leadership in policy formulation and program implementation, for coordination and articulation of a variety of school programs at all levels. Likewise, this administrator has budgets to prepare and manage plus administrative routine to supervise.

Policy Making. As a member of the "administrative cabinet", the Pupil Services administrator shares with other key administrative personnel the responsibility for planning with the district administrator and the board of education for the coordinated development of a total program of education. He/she must strive for the effectiveness of a particular area of responsibility within a framework of a balanced approach to education in a complex structure with complex goals. The administrator must be able to see beyond the limits of his/her own particular field, and concurrently bring to this larger field the particular focus of a Pupil Services leader.

Implications for Preparation. Preparation through professional study for the responsibilities common to key administrators is recommended to be a part of a core in administrative preparation. This can include a strong background in liberal arts followed by professional courses in educational methodology; curriculum

development; social, philosophical and psychological foundations of education; and theory and practice relevant to personnel and management problems in education. Other courses designed to provide an understanding of people as individuals and as members of a social structure, as well as an understanding of the educational process and the problems related to effective educational administration, leadership, and management, can also be included. (See Appendix A).



Chapter IV

A Proposed Model for Wisconsin

In an effort to better understand the current state of Pupil Services in Wisconsin, the Council of Administrators of Pupil Services (CAPS) conducted a survey in the spring of 1977. The following information was obtained in responses from CAPS members across the state:

1. 70% of those Pupil Services directors responding were administratively responsible to the district administrator.

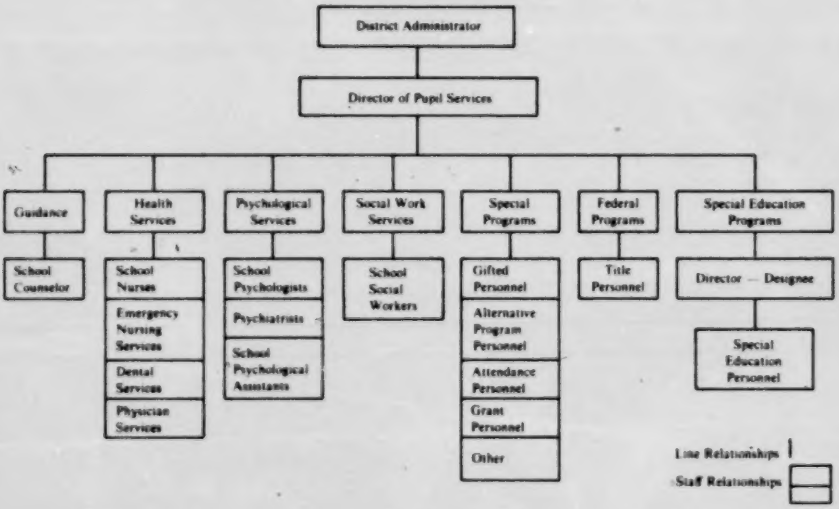
   1.1 In districts with a population under 4000 students, 79% of the Pupil Services directors were directly responsible to the district administrator.

   1.2 In districts of 9000 students and up, only 40% of the Pupil Services directors were directly responsible to the district administrator.

2. In districts under 4000 students, 79% of the Pupil Services directors function as designated special education administrators (designees). The average amount of time spent in designee duties was 38%.

Figure 1

A Model for Pupil Services Organization and Administration



3. In districts over 9000 students, 40% are involved with designee duties.
4. The majority of Pupil Services directors (75%) function in the south and southeastern portion of Wisconsin.
5. The majority of Pupil Services directors (70%) function in districts with less than 4000 students.

In light of these data, due to the rural nature of Wisconsin (375 of the state's 435 school districts have student populations under 3000 [1976-77 data]), the vast majority of Pupil Services administrators will be functioning in a part-time capacity as administrator and as a member of one of the Pupil Services area disciplines. Because of the divergency of needs in those individual districts, the Pupil Services administrator's duties will undoubtedly involve considerable variability across the state. Consequently, if a model of services is to be viable, it must allow each district the latitude and flexibility to assign specific administrative responsibilities germane to that particular district while remaining within the "general core area" of Pupil Services (i.e., guidance, school health and nursing services, school psychological and school social work services).

Therefore, the model presented in Figure 1 is intended to encompass areas considered appropriate for Pupil Services administration, and from which each local district can assign administrative responsibilities to meet its unique needs.

Chapter V

Summary

The nature and functions of Pupil Services staff have been presented in this monograph together with a model of a typical Pupil Services organizaton found effective in the public schools of Wisconsin.

Some of the most salient features of the recommended model include:

1. services for all children;
2. direct-line responsibility to the district administrators;
3. a basic core of Pupil Services disciplines; and
4. the flexibility to accommodate local needs.

The Council of Administrators of Pupil Services, together with the Wisconsin Department of Public Instruction, has developed this publication in an effort to explain the rationale for and the concept of Pupil Services for all students. It is hoped that this will help to foster the implementation of stronger, coordinated Pupil Services programs in the State of Wisconsin.

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APPENDICES

Appendix A

Proposed
Pupil Services Administrator Certification

Pupil Services Administrator. An administrator under this rule is a person employed or contracted by a public school board of education or a private school in an administrative capacity to direct the following services and programs: counseling and guidance services, school psychological services, school nursing services, school social work services, and exceptional educational services. The pupil services director may also administer direct services for the handicapped when serving either as a Level A Director of Special Education or designee. The pupil services director also administers health services, group testing programs, attendance services, title programs and such other student centered special programs as are designated by the district administrator. To be eligible for certification, a pupil services director must administer three of the following major programs: school counseling services, school social work services, school psychological services, school nursing services, and exceptional education. All pupil services administrators must hold the proper administrative license.

The initial pupil services administrator's license shall be issued for a five-year period. A one-year, nonrenewable license can be issued if there are minor deficiencies. For the initial five-year license, the applicant must meet the following criteria:

1. Eligibility to hold a Wisconsin license in one of the major pupil services disciplines or as an elementary-secondary school administrator or as a special education administrator.

2. Completion of a training program encompassing at least 60 graduate credits.

3. Three years of successful school experience in either one of the major pupil services disciplines or school administration.

4. Successful completion of an approved program for the preparation of pupil services administrators.

For each subsequent five-year license, the applicant must have the endorsement of the district administrator to validate successful pupil services administrative experience. A pupil services administrator's license shall become invalid if, for five or more consecutive years, the holder is not actually employed in school administration. Renewal of an expired license under this section will require the completion of six

semester credits in course work appropriate to pupil services administration and approved by the State Superintendent.

Pupil Services Administrators who have been so designated by their boards of education and who have served in this capacity for six semesters in Wisconsin as of _____ may be granted a five-year license if they are currently employed in the administrative capacity of a Pupil Services Director directing three (3) or more major disciplines.

Standards contained in this section take effect _____.

Pupil Services Administrator Program in the Department of Educational Administration requiring a minimum of 30 graduate credits.

1. Special Administration Requirement:

   Possess a Wisconsin Pupil Services, or a School Administrator license and a Master's degree.

2. Courses and credits in Educational Administration. A minimum of 6 courses and 15 credits shall be distributed in the following manner:

   2.1. Principles of Educational Administration.

   2.2. Organization and Administration of Pupil Personnel Services.

   2.3. Either: Field Experience in Pupil Services A dministration, Applied Research in Pupil Services Administration, or Internship in Pupil Services Administration.

   2.4. A selection from the following:

   - Research Methods and Procedures in Educational Administration
   - Supervision of Instruction
   - Computer Applications in Educational Administration
   - Management-by-Objectives and Results in Educational Administration
   - Staff Personnel Systems in Education
   - Financing Education
   - Legal Aspects of Education
   - Organizational Theory and Behavior in Education
   - Program Budgeting in Education
   - Administration of Special Education Programs
   - The Politics of Education
   - Theory and Practice of Educational Planning
   - Business Administration of School Systems

3. Supporting Courses: A minimum of 6 courses and 15 credits shall be distributed across at least 3 of the areas listed below with no more than two courses in each area. Course work taken during the candidate's Master's program or equivalent will apply to this requirement:

3.1. Guidance and Counseling

- Introduction to Guidance and Counseling
- Counseling and Guidance Strategies
- Counseling and Guidance Theory and Procedures
- Evaluation and Research in Counseling Practice

3.2. Educational Statistics, Measurement, and Evaluation

- Statistical Methods Applied to Education
- Introduction to Educational Measurement
- Construction of Classroom Tests
- Foundations of Educational Measurement
- Test Construction
- Educational Evaluation
- Evaluation for Administrative Decision Making in Education

3.3. School Psychology

- Introduction to School Psychology
- Behavior Modification in the Classroom
- Advanced Educational Psychology
- Language, Learning and Development
- Assessment Techniques in Schools

3.4. School Social Work

- Introduction to School Social Work*
- Sociology of the Family
- Elementary Demographic Techniques
- Social Structure and Personality

3.5. School Health Service

- Introduction to School Health*

3.6. Special Education

- Supervision of Special Education
- The Exceptional Child
- Assessment of the Handicapped
- Seminar in Exceptional Children

* Not found in Graduate School Bulletins.

Wisconsin Council of Administrators of Pupil Services May, 1978

Appendix B

Demographic Data Relating to a Director of Pupil Services Model in Wisconsin

In a recent issue of CAPSULE, the newsletter of the Wisconsin Council of Administrators of Pupil Services (CAPS), a questionnaire was included that asked the membership to delineate their present position and duties, to assist in the development of a Director of Pupil Services certification model (See Appendix A). The following information is the tabulation of those data.

Background Data

Number of respondents — 20.

Job Title: Director of Pupil Services — 12 (60%)
Other — 8 (40%)

To Whom Responsible:

Superintendent	— (70%)
Director of Instruction	— (15%)
Assistant Superintendent	— (10%)
Director of Student Services	— (5%)

Number of Staff Supervised:

	Guidance	Psychologists	Special Education	Title	Nursing	Social Workers	Special Education Directors	Testing	Other
Range	0-23	0-12	1-155	0-4	0-3	0-10	0-1	0-2	0-10
Mean	5	2	19	.75	.8	1.85	.1	.15	1.2
Mode	0	1	20	0	0	1	0	0	0
Total No. of Staff	98	44	388	15	16	37	2	3	24

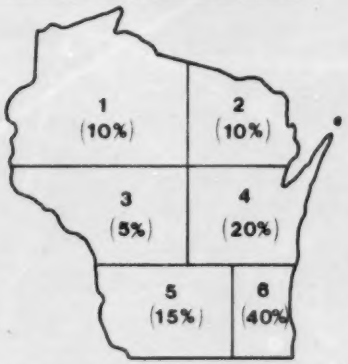
Time Spent in Various Activities	Range (%)	Mean (%)	Mode (%)	N of Occurrence for Mode
1. Staff evaluation and supervision	1 - 15	8	10	5 times
2. Administration meetings	1 - 10	5	5	8 times
3. Staff meetings	1 - 20	5	5	5 times
4. Research	0 - 9	3	2	6 times
5. Special education designee duties	0 - 70	24	0	7 times
6. In-service development	0 - 15	5	10	5 times
7. District-wide pupil appraisal	0 - 10	3	5	6 times
8. Program evaluation	0 - 15	4	5	5 times
9. Involvement in curriculum development	0 - 10	2	5	5 times
10. Staff selection	0 - 10	2	2	7 times
11. Reports	0 - 25	9	5	4 times
12. Program development (grants, etc.)	0 - 15	4	5	4 times
13. In-service attendance	0 - 10	2	1	7 times
14. Budget preparation	0 - 12	4	5	5 times
15. Attendance services	0 - 15	2	0	12 times
16. Community relations	0 - 17	4	5	6 times
17. Consultation to other school departments	0 - 25	5	5	6 times
18. Other	0 - 80	9	0	15 times

District Population.

	0-2000	0-3000	0-4000	0-5000	0-6000	0-7000	0-8000	0-9000	0-10,000	10,000 and up
Number	3	8	3	0	0	1	0	0	1	4
Percent	15	40	15	0	0	5	0	0	5	20

District Location.

	1	2	3	4	5	6
Number	2	2	1	4	3	8
Percent	10	10	5	20	15	40



Total Number of Administrators in District.

Range	*Mean*	*Mode*	*No. of Times*
4 - 78	*19*	*5, 6, 7, 10*	*2 times for each*

Discussion. With a return rate of only 20 from CAPS membership of 63 (32%), these results are certainly not conclusive. However, some characteristics can be delineated from these data:

1. 60 percent of the respondents have a title of Director of Pupil Services.
2. 70 percent of the respondents are directly responsible to the superintendent.
   - 2.1 Of those respondents functioning in districts with a population of 4,000 or less (14), 11 (79%) are directly responsible to the superintendent.
   - 2.2 In districts of population of 9,000 and up, only 2 of 5 (40%) are directly responsible to the superintendent.
3. Of the 5 respondents in districts with populations of 9,000 and up, 3 (60%) spend no time functioning as a special education designee.

4. Of the 14 respondents functioning in districts with a population of 4,000 or less, 79% spend time functioning as a special education designee. The mean amount of time spent in designee duties by these 11 respondents is 38%.

5. Other common areas that appeared to involve a significant amount of respondents' time were:

   5.1 Reports — 9%
   5.2 Staff evaluation and supervision — 8%

6. The majority of respondents (40%, N= 8) are presently functioning in the Milwaukee area.

   6.1 An additional 20% (N= 4) are functioning in the Green Bay-Appleton area.
   6.2 15% (N= 3) are functioning in the Madison area.
   6.3 The remaining 25% (N= 5) are scattered throughout the north and west-central portions of the state.

7. 14 of 20 respondents (70%) function in districts with 4,000 or less students.

8. While the average number of administrators per district is 19, the most commonly occurring number of administrators was between 5 and 10.

The following two flow charts (Figures 2 and 3) seem to generally typify the areas of responsibility for directors of pupil service, in both large and small school systems.

Figure 2
Administrative Flow Chart for
Pupil Services Programs in Larger Districts
(Over 5,000 Pupils)

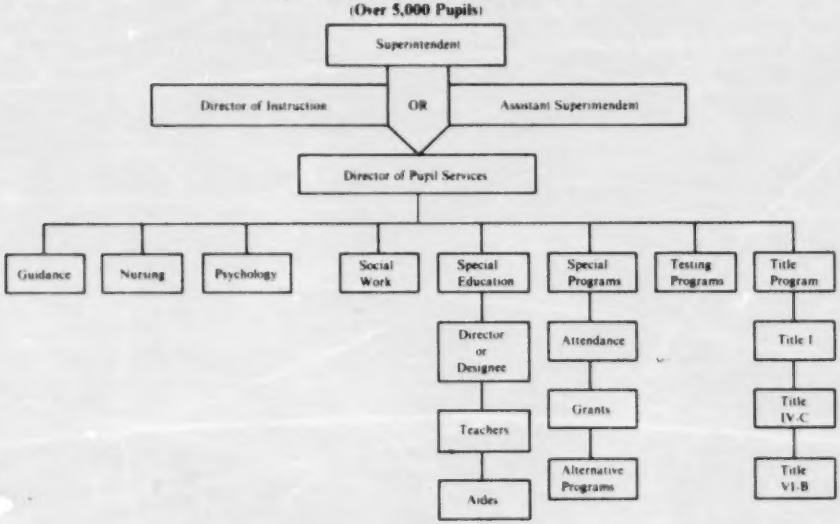
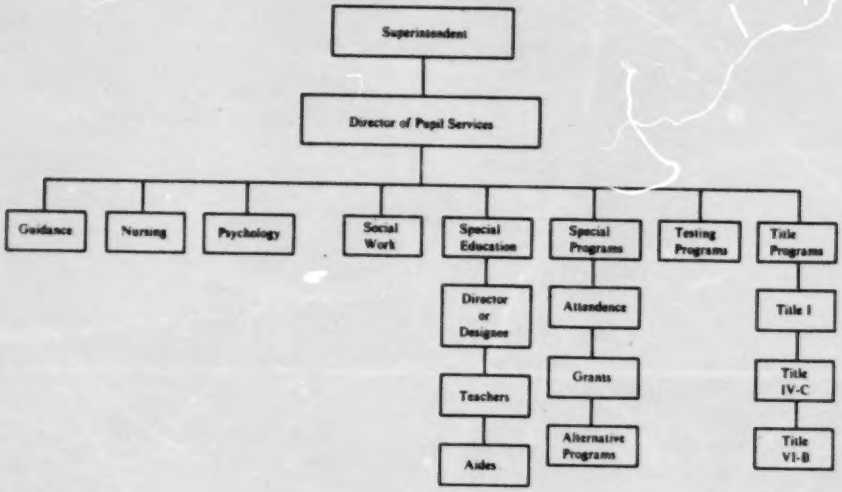


Figure 3
Administrative Flow Chart for
Pupil Services Programs in Smaller Districts
(Under 5,000 Pupils)



Appendix C

Position Descriptions

LARGE SCHOOL SYSTEM: ADMINISTRATIVE ASSISTANT - DIRECTOR OF PUPIL SERVICES

I. Accountability Objectives:

The Administrative Assistant - Director of Pupil Services is a staff administrator who provides resources to line functions. The position is directly responsible to the Assistant Superintendent of Schools - Instruction and Curriculum. The position is primarily a service position designed to support and strengthen the work of the other administrators and teachers in their work for children. The pupil services program in each building unit is to be carried out in cooperation with the principal, who is either directly involved or fully informed of the department's activities when providing services to child, teacher or parent within the attendance district served by the building unit.

II. Position Characteristics:

Recruited by: Personnel Department.
Salary: Administrator's Schedule, Range 1-9.
Length of Contract: 11 months - 44 weeks.

III. Position Relationships:

Reports to: Assistant Superintendent of Schools - Curriculum and Instruction; Superintendent of Schools
Coordinates with: Building principals; other department administrators; Pupil Services staff; State, County and City public service agencies.
Type of Coordination: Close cooperation with administrators and staff in developing the major components of the educational program of the school system; administration, instruction, and pupil services.
Supervises: Direct supervision of school psychologists and social workers. Assists building administrators in supervising school counselors.

IV. Position Qualifications:

1. Required experience and training: Wisconsin School Certification #90. Master's Degree. Certifiable in areas of counseling and school psychology.

2. Desired experience and training. Two year's teaching experience as minimum. A minimum of five year's combined experience in a school setting as a counselor, psychologist, or administrator. Additional experience as a teacher is desired. Post Master's Degree work related to the administration of pupil services.

3. Special requirements of the position: Ability to provide leadership and supervision in the areas of: (a) planning and program development, (b) administration and program coordination, (c) staff selection and development, (d) budgeting and fiscal control, (e) program evaluation and reporting. Ability to relate to staff, community, and related agencies.

V. Position Responsibilities (Major):

1. Directs and supervises school psychological and social work services and staff.

   1.1. Assists in referral services.
   1.2. Facilitates home-school activities and relationships.
   1.3. Conducts programs of in-service and professional development for staff.

2. Coordinates K-12 guidance services and staff with building principals.

   2.1. Provides for transitional program between elementary, junior high, and senior high in guidance and counseling.
   2.2. Cooperates with building principals on direction of guidance personnel.
   2.3. Assists in programs of in-service and professional development of staff.

3. Acts as direct liaison officer in coordinating school health services with school district and outside agencies.

   3.1. Relates to City-County Health Department.
   3.2. Assists in instructional services, health resources, immunization, and other health related services.

4. Directs pupil appraisal services including coordination and interpretation of school-wide testing program.

   4.1. Provides test data to Director of Federal Programs as needed.
   4.2. Provides annual test analysis to Superintendent of Schools.
   4.3. Coordinates State Assessment Program in the school system.

5. Provides information, data, and reporting services to Special Education Department, Superintendent's Office, Business Office, and other departments of the school system as needed.

6. Accepts other responsibilities and duties as determined by the Assistant Superintendent of Schools - Curriculum and Instruction.

VI. Position Responsibilities (Auxiliary):

1. Research

   1.1. Conducts (with staff) research studies and surveys; develops experimental programs which assist in carrying out duties and responsibilities of pupil services department.

   1.2. Provides consultative services to the school system to assist in the development of educational research projects.

   1.3. Coordinates research relating to the pupil services program by outside agencies.

2. Consultative Services

   2.1. Provides (with staff) consultative services upon request to other areas of school system.

   2.2. Develops provision for professional consultation by competent resources for the department and school system.

3. Community Services

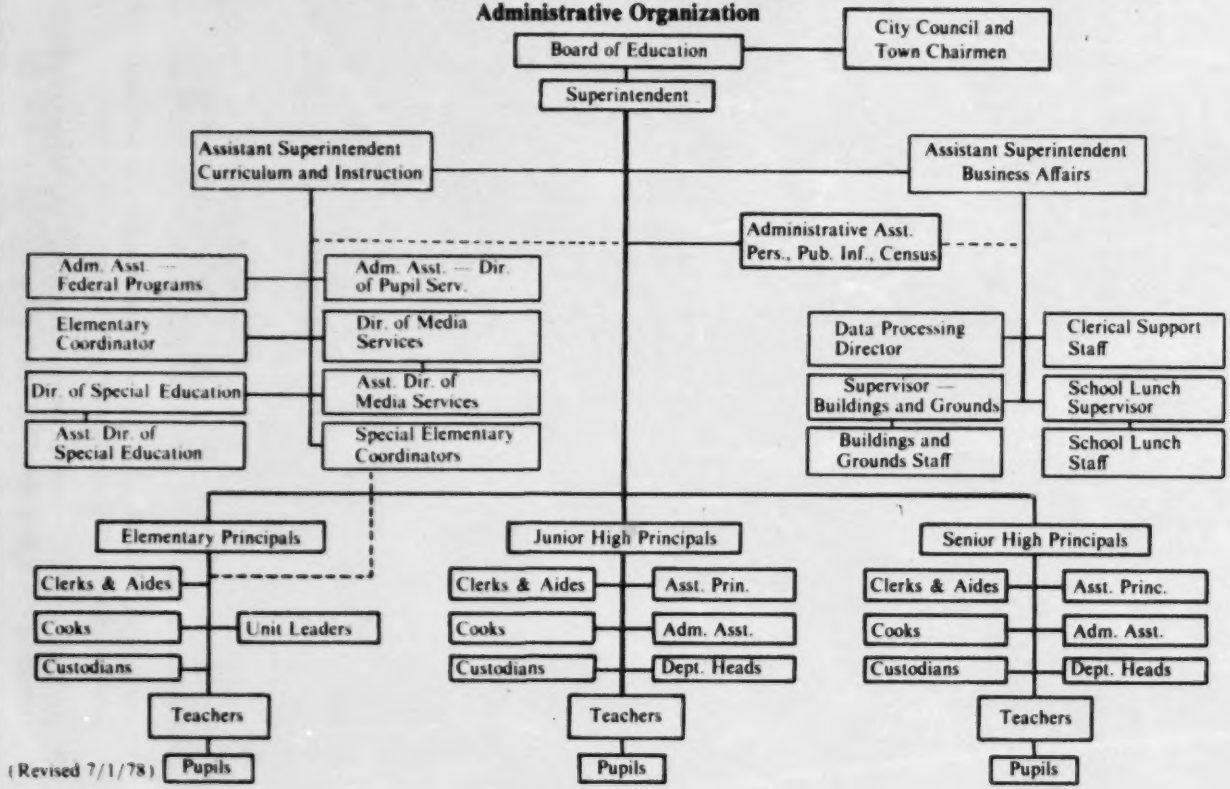
   3.1 Provides (with staff) direct services to the community through active participation in the school-community.

   3.2. Helps to develop a better understanding and application of principles of child development, learning, mental health and individual differences.

   3.3. Assists in coordinated community planning for needs of children and youth.

Eau Claire, Wisconsin Area Schools
Department of Pupil Personnel Services

Figure 4
Eau Claire, Wisconsin Area Schools
Administrative Organization



(Revised 7/1/78)

MEDIUM SCHOOL DISTRICT: DIRECTOR OF PUPIL SERVICES

The Director of Pupil Services shall under the general supervision of the Superintendent of Schools direct, supervise and coordinate all services pertaining to:

1. *Guidance and Counseling Services*
   This includes the continued development, implementation and coordination of Guidance and Counseling Services K-12.
2. *Special Education*
   This includes the supervision of the Special Education program as well as the psychologists and social workers.
3. *Health Services*
   This includes the supervision of the dental hygiene program and personnel as well as emergency nursing services and personnel.
4. *Attendance Services*
   This includes serving as liaison officer between the Schools and the Juvenile Court. Also developing enrollment projections and recommendations for school boundary changes in order to accommodate changes of shifts in student population.

The Director of Pupil Services will have a staff relationship with the Directors of Elementary and Secondary Education as reflected in the organizational chart.

The Director of Pupil Services will assume responsibility for and be accountable for the following:

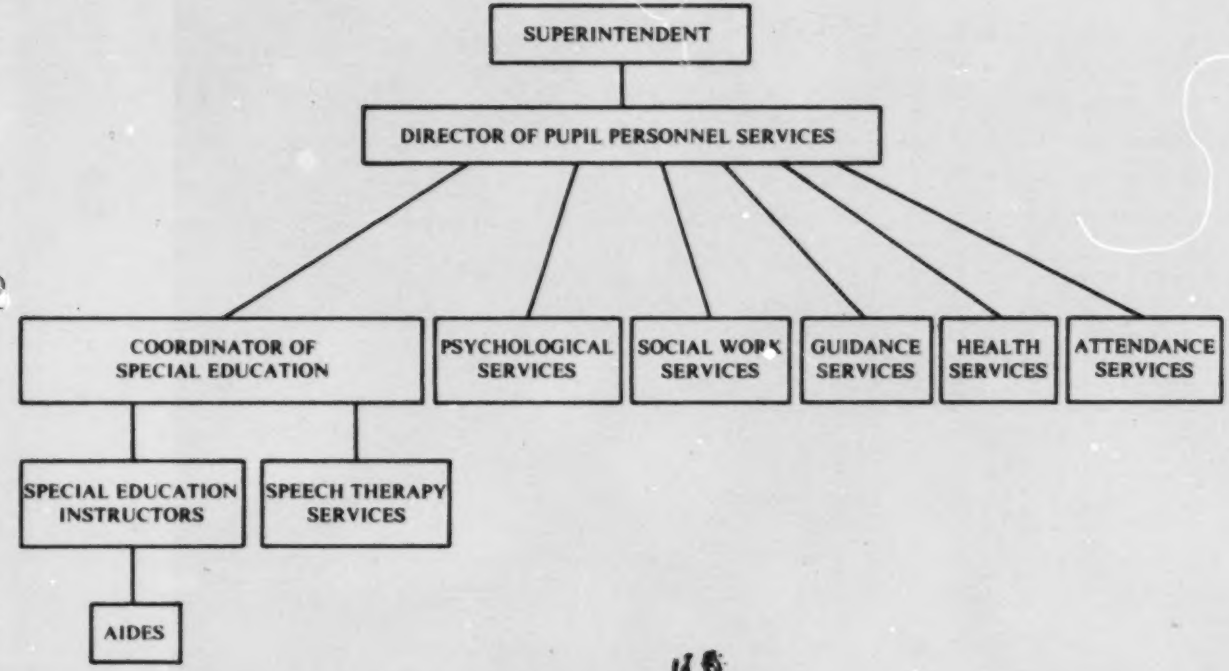
- implement Guidance Services K-12 in compliance with Wis. Stats. 121.02 (2) (g).
- evaluate the effectiveness of all school counselors in conjunction with the building principal.
- evaluate the effectiveness of the Coordinator of Special Education as well as providing coordination of this program between the elementary and secondary schools.
- evaluate the effectiveness of the psychologists and social workers as well as coordinating and allocating these services to the various schools.
- evaluate the effectiveness of the dental hygienist as well as coordinating and allocating these services to the various schools.

- direct, supervise and evaluate the effectiveness of the emergency nursing services as well as personnel. In addition, plan, develop and recommend for implementation, as needed, changes in the emergency nursing services.
- develop and maintain such files and records necessary to accurately predict student enrollment and to determine appropriate school boundaries for the most economical use of existing or new facilities.
- direct and coordinate activities required in the annual school census and maintain such records as needed for completion of census reports.
- serve as truant officer for the District as provided under Wis. Stats. 118.16 (2).
- represent and/or provide assistance to representatives of the School District in matters dealing with the Juvenile Court.

Neenah, Wisconsin Joint School District
Department of Pupil Personnel Services

Figure 5
Neenah, Wisconsin Joint School

Department of Pupil Personnel Services



SMALL SCHOOL DISTRICT: DIRECTOR OF PUPIL SERVICES

The director of pupil services is predominantly a position of leadership and coordination. The major areas of responsibility are health services, psychological services, social work services, speech and hearing services, special education services, and guidance services.

The director of pupil services exerts a greater degree of authority over services working at a district level and more of a staff or advisory relationship with the school based personnel such as school counselors and special education teachers.

Education is generally concerned with groups, instruction with the acquisition of knowledge and improvement of cognitive power, while pupil services deals with the individual. The director of pupil services is concerned with the pupil as an individual — not as a member of a class or an object of instruction.

Qualifications

1. Must be certified under the state certification requirements for positions listed as "Pupil Services Personnel."
2. Must have had at least 3 years of experience in a "Pupil Service" position.
3. Such alternatives or additional qualifications as the board may find acceptable.

Appointment

1. Appointment: The appointment of the director of pupil services will be made by the Board of Education upon recommendation of the Superintendent.
2. Contract: The contract may be issued for a period not to exceed 2 years.

Responsibility

The director of pupil services serves the department of instruction in the most basic role of directing special education, programming such services as health, psychology, social work, and speech. Since the focus of pupil services is upon the pupil, it touches all other aspects of the system. The coordinating function involves fostering appropriate relationships between the pupil services workers, school personnel, students, and the parents and community.

Duties

1. Interprets the objectives and programs of pupil services to the board, the administration, the staff and the public.
2. Coordinates all pupil services programs in the district.

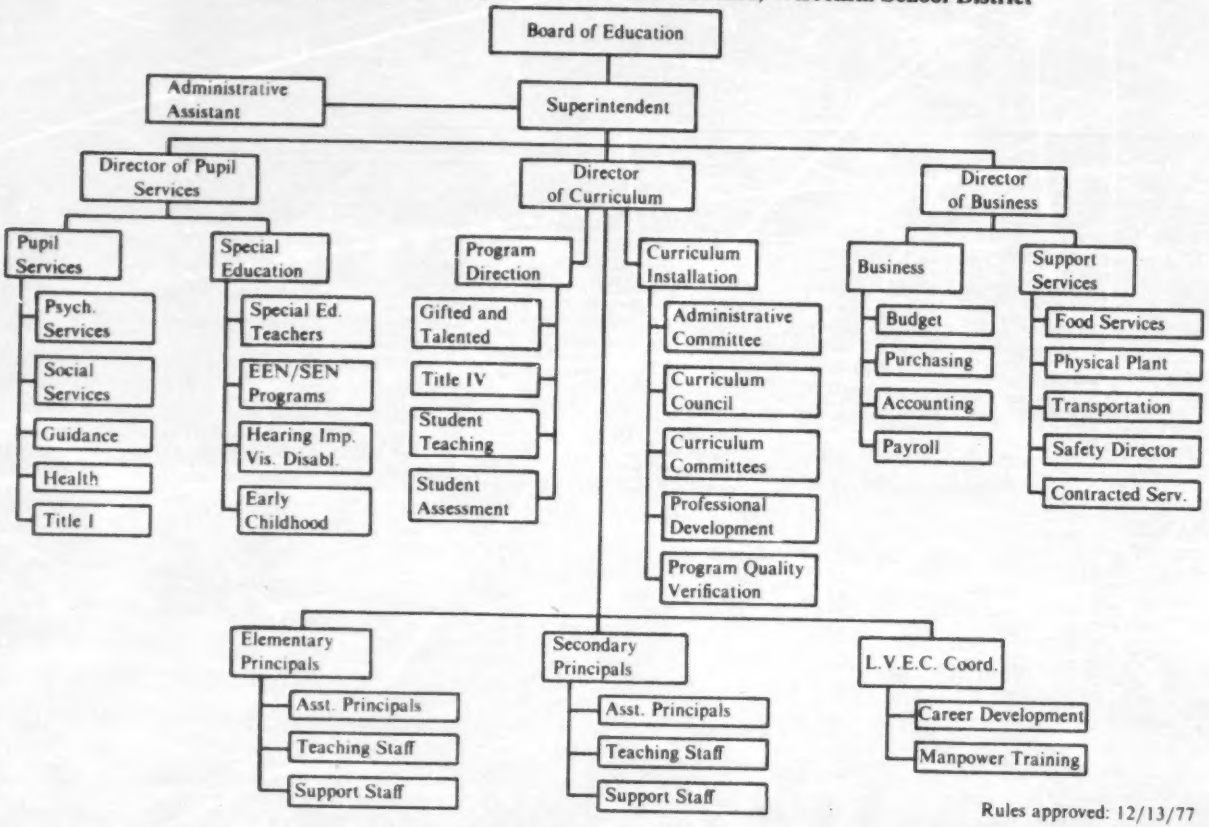
3. Keeps informed of the status of financial aid reimbursable programs.
4. Develops budget recommendations and provides expenditure control on established budgets.
5. Keeps informed of all legal requirements affecting pupil services.
6. Establishes procedures to process pupils eligible for special services.
7. Develops procedures for referral, securing medical reports, psychological examination, and placement.
8. Develops and initiates a program for continuous evaluation of children receiving special services.
9. Develops and maintains complete and cumulative confidential records of all children receiving special services.
10. Assumes responsibility for compiling, maintaining, and filing all reports and records legally required or administratively useful.
11. Supervises preparation of attendance reports and similar data necessary for reimbursement of funds, and collecting of tuition for out-of-district students.
12. Recommends policies and programs essential to the needs of pupil services.
13. Provides leadership in establishing new programs and developing understanding of existing programs.
14. Implements curriculum and program planning, and preservice and inservice training for pupil services personnel.
15. Assists in recruitment, selection, and recommendation for hiring of all pupil services personnel.
16. Evaluates all personnel serving in the pupil services area.
17. Evaluates all special services programs, facilities, curriculum, learning activities, materials and supplies, parent relationships, and teaching practices.
18. Evaluates existing programs as an on-going responsibility and recommends changes and additions as needed.
19. Recommends transportation of all children placed in special classes.
20. Assumes responsibility for own professional growth and development; for keeping current with the literature, new research findings, and improved techniques; and for attending appropriate professional meetings and conventions.
21. Performs such other duties as assigned by the Superintendent.

22. Administers Title I program, Special Transports (out of district), and Homebound Instruction.
23. Arranges contracts with G.B.P.S. for EEN services.
24. Arranges C.E.S.A. contracts for psychological services and LUEC.
25. Serves as designee of board to administer all programs for children with EEN.
26. Conducts kindergarten screening program and summer "Headstart."
27. Conducts School Age Parents program.
28. Conducts Alternative Education program.
29. Maintains compliance with Wis. Stats. Chapter 115, and P. L. 94-142, Sec. 504.

Ashwaubenon, Wisconsin School District

Rules
approved: 10-13-76

Figure 6
Administration: Structural System for the Ashwaubenon, Wisconsin School District



Rules approved: 12/13/77

SMALL SCHOOL DISTRICT: DIRECTOR OF PUPIL SERVICES

Section I. — Administrative Responsibilities

1. She/he shall be directly responsible to the Superintendent and have direct authority over all Special Education and Pupil Service personnel, including the following:

    1.1. Director of Special Education or Special Education Designee.
    1.2. Teachers of the Educable Mentally Retarded.
    1.3. Teachers of the Trainable Mentally Retarded.
    1.4. Teachers of the Emotionally Disturbed.
    1.5. Teachers of the Learning Disabled.
    1.6. Special Education Aides.
    1.7. Speech Therapists.
    1.8. Early Childhood personnel.
    1.9. Nursing.
    1.10. Social Work.
    1.11. Psychology.
    1.12. Guidance.
    1.13. Gifted Program personnel.
    1.14. Federal Title I Program personnel.
    1.15. Other Pupil Services personnel.

2. He/she shall help to develop uniformity in the interpretation and application of policies and procedures and make recommendations for changes.

3. He/she shall coordinate requests for supplies and equipment and develop a Pupil Services Department budget. He/she shall assist in the supervision of budget expenditures as they apply to the Pupil Services Department.

4. She/he shall keep the Superintendent informed as to the needs of the Pupil Services Department.

5. He/she shall collect the necessary data and prepare such reports as may be required.

Section II. — Supervisory Responsibilities.

1. He/she shall be responsible for the immediate supervision of all Pupil Services personnel at all levels.

2. He/she shall be responsible for the development of an effective in-service training program for the Pupil Services department.

3. He/she shall prepare copies of reports of his/her supervisory activities and file with the Superintendent.

4. He/she shall conduct the necessary faculty meetings.

5. He/she shall make recommendations to the Superintendent concerning the employment and re-employment of teachers and other personnel in the Pupil Services Department.

Section III. — Curriculum Responsibilities.

1. He/she shall take steps to provide continuity (K-12) within all special education curricula.

2. He/she shall supervise and coordinate all committees working toward curriculum improvement within the Pupil Services Department.

3. He/she shall distribute samples of curriculum materials to the appropriate study committees and develop a schedule for committee meetings.

4. He/she shall cooperate with the High School Principal, Middle School Principal, and Elementary Coordinator in the evaluation and development of K - 12 Special Education - Regular Education curriculum sequences, and all other Pupil Services areas of curriculum development.

Section IV. — Specific Responsibilities.

1. Public relations.

2. Supervision of all Pupil Services personnel.

3. Responsibility for homebound instruction K - 12.

4. Attend administrative meetings as scheduled.

5. Keep the Superintendent informed on any immediate or concernable problems.

6. Check all weekly reports from all Pupil Services personnel and discuss with necessary personnel on staff.

7. Evaluate purchase orders.

8. Evaluate conferences and clinics with regard to staff attendance and make recommendations.

9. Attend board meetings as directed.

10. Assign personnel to their areas of responsibility to the best interests of students as well as themselves.

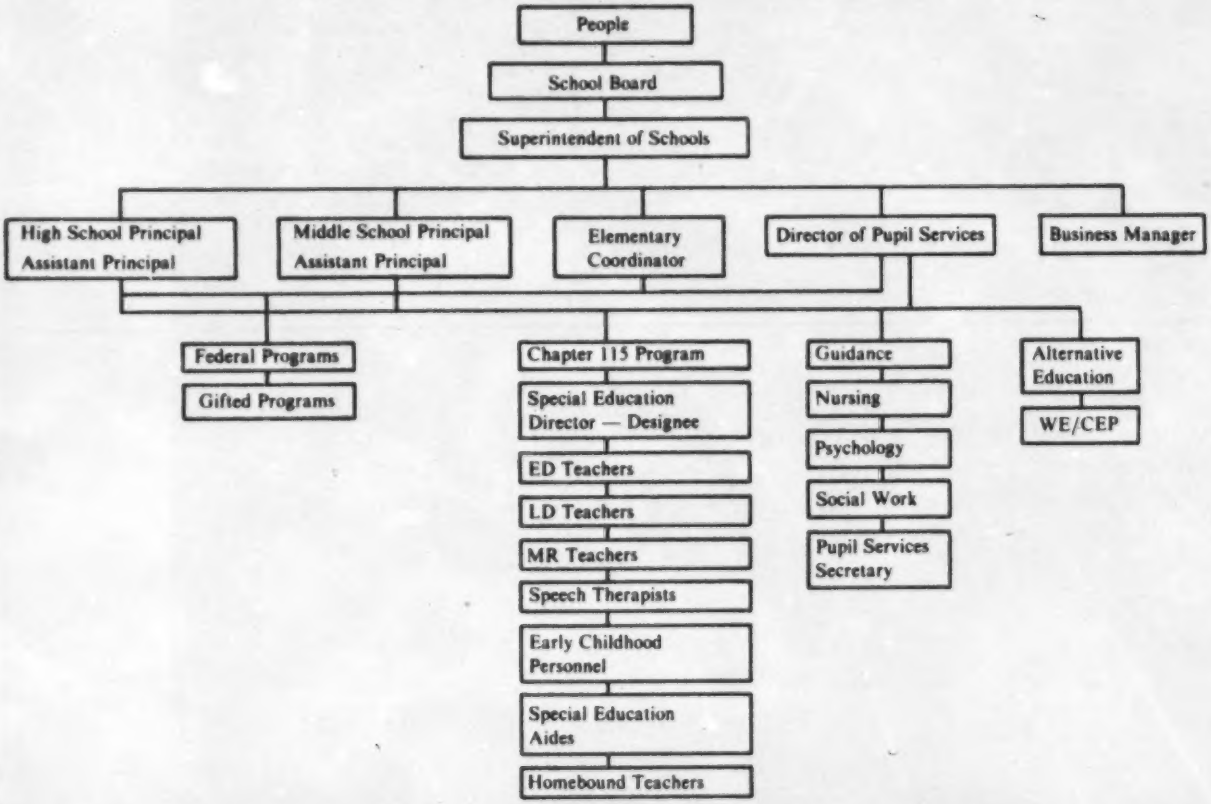
11. Pre-school screening program and recommendations of the pre-kindergarten children for summer school.

12. Referrals to all outside agencies for Pupil Services concerns (e.g., emotional difficulties, mental retardation, physical disabilities, etc.).

13. Coordination of all Wis. Stats. Chapter 115 and non-Chapter 115 referrals and program recommendations relating to Pupil Services.

Reedsburg, Wisconsin Area Public Schools

Figure 7
Organizational Chart for Reedsburg, Wisconsin District Schools



Appendix D

Council of Administrators of Pupil Services

1978-79 Officers

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John R. Ricci
Coordinator of Pupil Services
School District of West Allis-West Milwaukee, et al.
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Port Washington Public Schools
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Port Washington, WI 53074
(414) 284-5421

TREASURER
Thomas Evert
Director of Pupil Services
Beloit Public Schools
220 West Grand
Beloit, WI 53511
(608) 365-0131

PAST-PRESIDENT
Sherwood J. Williams
Student Services Director
Kettle Moraine Public Schools
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Genesee Depot, WI 53127
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EXECUTIVE BOARD
Richard R. Roth, Ph.D. — Department of Public Instruction
Fred Aliota — Hartford Public Schools, Joint District #1
Ronald Geraghty — Oconomowoc Public Schools
Gerald Jacobson — Germantown Public Schools
Gary Ludvigson, Ph.D. — Reedsburg Public Schools
Mark Sanders — Greenfield Public Schools
Martin Bach, Ph.D. — Kenosha Public Schools
James Santy — Delavan Public Schools, Joint District #1

REGIONAL COORDINATORS
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Madison Area
McFarland Public Schools

Gary Ludvigson, Ph.D.
South Central Area
Reedsburg Public Schools

Ron Krueger
Eau Claire Area
Chippewa Falls Public Schools

Dan Verstegen
Northeast Area
Ashwaubenon Public Schools

Paul Halverson
North Central Area
Niagara Public Schools

PROFESSIONAL MEMBERSHIP AFFILIATION: National Associaton of Pupil Personnel Administrators (NAPPA), Wisconsin Federation of Pupil Services Associations (WFPSA), Wisconsin Council of School Administrative Associations (WCSAA)

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